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ABSTRACT

Presented is a training format on career education for teachers of the mentally retarded organized into the following modules: background, facilitation, assessment, curriculum, and issues. Each module contains five to eight situational questions intended to stimulate discussion and coded to references, suggested activities (such as inviting recruiters from industry to visit the class), and reading assignments. It is stressed that the module format be kept dynamic through updating the resources used. (DB)

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TRAINING MODULES IN CAREER EDUCATION FOR THE MENTALLY RETARDED.

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TRAINING MODULES IN CAREER EDUCATION FOR THE MENTALLY RETARDED

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The purpose of this paper is to present a training format on career education for the teachers of the mentally retarded. This primarily is meant to be used by college students studying to be teachers or by teachers in the field who are responsible for the career education of the mentally retarded. College professors could also use the format as an exercise in critism or as a prototype to build on. This format is basically for introductory purposes to the topic of Career Education but could also be used to generate more specific modules or courses. Examples of this would be more specific modules on the competencies or situational questions of assessing the retarded vocationally and more specific modules on the job clusters themselves.

Originally the title of this presentation was to be "Training Modules in Career Education Job Clusters" but after doing a needs assessment in my geographical area of the country, the present title seemed more appropriate. The need seemed to be initially that of a basic course. Therefore, the five modules to be considered are: 1. background; 2. facilitation; 3. assessment; 4. curriculum; and 5. issues.

The basic format includes a number of situations in each module that the author felt the students/teachers should be able to deal with. This would be accomplished through small group discussions of the suggested reading materials and through the suggested activities assigned. The procedure of an inservice teacher or college student using this format would

be to initially read the sources suggested, answer the situational questions, and then discuss the questions with her/his peers in the small discussion can be supplemented with current journal articles or government publications.

By preparing notes from which to discuss and by interacting with one's peers in the discussion groups the situational questions are reinforced. A new perspective can also be gained since all people in the discussion groups will not react to each situation the same.

Activities suggested could add a more hands on, concrete dimension that would help move one closer to the day when teaching or promoting career education becomes a reality.

Those being trained would be evaluated by their reading the material assigned, by discussion effort in the small groups, and by their involvement in the activities assigned. From strictly a behaviorist point of view one could evaluate them on whether or not they answered the questions in the situation correctly or not, and if they participated in the activities or not.

Following the situations and activities on the students handout are the sources. These listed sources simply give the student a place to refer to in order to acquire information so he/she can react to the situations listed in each module. The parentheses beside each situation refers to the specific sources for each situation.

As an example the first situation in module one refers you to Hoyt's Career Education: What It Is and How To Do It?, to its predecessor Career Education: A Handbook for Implementation, to Brolin's Project Price working paper #3, to Marland's Career Education: A Proposal for Reform, and to "S". The "S" means self. In other words, refer to your own opinions developed from your own background.

Here then are the five modules:

Module one sets the background through discussing definitions, philosophy, rational, history, basic concepts, and components of career education.

Module two deals with information and skills needed to start a Career Education Program.

Module three deals with assessment and appraisal. Here we not only assess the person but the components of a job are analyzed and job clusters are analyzed for growth and availability.

Module four discusses a number of aspects of curriculum as well as its implementation.

Module five looks at where career education is now and where it will be going from here.

MODULE I - BACKGROUND

Situational Questions:

1. As a faculty member in a public school, you may have to define and defend career education to a superintendent, to school board members, to parents, to students, and/or to the community. How would you define Career Education? Defend it. (S ; 3 ch 2; 4 ch 2 ; 7 part 2; 8)

2. Now that you have defended and defined Career Education to the populations in situation #1, you should have some basis to operate a program from. To establish a broader basis, state your philosophy of career education at this time. (S; 1-ch 2; 4; 9 - Chapters 2 & 14)

3. The concepts, components and phases of career education are discussed in Hoyt's (et.al.) book. As a part of this exercise in finding your relationship with Career Education, list and critique the 11 concepts; 5 components; and 5 growth stages of career education. (S ; 4 - pp. 22-32)

4. You have sold the district school board members and superintendent on a career education program. Since you did such a good job, they want you to promote a career education program for the retarded among the community. As a part of your talk to the PTA or service clubs like Kiwanis, define who the retarded are, what their characteristics are, and how a career education program for the retarded is unique from career education for normals. Consider the different functioning levels of retardation. (S; 1-ch1; 2; 5- ; 6-1)

5. The U.S. Office of Education has designed 15 occupational clusters. These can serve as a very effective tool in a career education program for studying jobs and job placement. Rearrange the occupations into different clusters and then defend either the new or original way of clustering jobs. (4-pp. 31-32; 10)

6. As a part of the presentation to the Kiwanis, a question arises as to the background of this movement. Outline the basic highlights of the history of Career Education. (4-ch3; 7-chapters 1 & 2; 8-ch 3)

Activities:

1. Listen to 1971 tapes on career education by Kenneth Hoyt.

2. Attend and listen to a lecture on a definition of career education.

3. Read cited sources.

4. Contribute to the small group discussions.

5. Role play the selling of Career Education to a superintendent, school board, or community service club.

6. Make a time line on the history of Career Education.

Sources:

1. Brolin: Vocational Preparation of Retarded Citizens
2. Grossman
3. Gysbers & West - Project Price #3
4. Hoyt et.al. - Career Education: What is is and how to do it.
5. Kolstoe - MR:
6. Kolstoe - Teaching the EMH...
7. Marland
8. Maryland State Board of Education - Career Education: A Handbook of Implementation
9. Payne et.al.
10. U.S. Dept. of Labor - Dictionary of Occupational Titles

MODULE 2 - FACILITATION

Situational Questions:

1. In your role as a career educator or as an advocate for career education, people ask you what competencies are necessary to be a career educator. List and defend the competencies you feel are necessary for a career educator. (S; 8-ch3&4, 9-Tables; 11-ch 6)

2. Career Education has been with us in one form or another for a long time. People are trying to make it a more totally adopted concept. Discuss the changes necessary for this to occur. (5 - pp. 158-167)

3. Continuing with the thought of #2, list and critique the ten action steps for implementing career educat on. (5-pp. 188-215)

4. Now that you have got to the level of implementing a program, list the agencies that you would go to for help and state how you feel they can help you. (7 - #90)

5. Career Education draws on many facets of society. As a career educator, explain to a layman how the following can play a role in career education: industry; business; unions; churches; schools - administrators, counselors, teachers, vocational educators, special educators; vocational rehabilitation counselors; parents; and students. (S; 1 - ch IV; 3; 4 - ch 5; 5 -pp. 144-158; 7 - #35 & #117; 10 - p. 271-278.)

6. Programs often confused with career education by fellow educators and laypersons are vocational training programs and work study programs. Differentiate between the three for the uninformed. (6 - ch 3 & 4; 7 - #60; 8 - pp. 245-247; 10 - p.240; 11 - ch 9.)

Activities:

1. Role play various situations where listening is essential.

2. Students can contact people in the community to talk to the class. eg. Union stewards, foreman,...

3. Locate and/or make a directory specifically on agencies that can help a career education program for the handicapped.

4. Set up a career education fair with an emphasis on jobs for the handicapped.

5. Invite recruiters or personnel directors from various industries to come in.

6. Initially brainstorm or word associate on the term "career education" to get at preconceived ideas.

Sources:

1. Brolin - Project Price, Working Paper #1
2. Brolin - Vocational Preparation of Retarded Citizens
3. National Center for Christian Studies on Education & Work - Smith
4. Hoyt, et.al. - Career Education & the Elementary School Teacher
5. Hoyt, et.al. - Career Education: What it is and How to do It
6. Kolstoe - A High School Workstudy Program for Mentally Subnormal Students
7. McClure
8. Payne, et.al.
9. Phelps, et.al.
10. Urban and Tsuji
11. Walthall and Love

Situational Questions:

1. A career educator's role can include many facets. Some may be responsible (as are workstudy coordinators), for placing people on jobs. Find and describe a job within each of the 15 clusters that would be appropriate for a MR person. (4; 6; 7).

2. Other competencies needed by a career educator, or more specifically the person responsible for job placement, would be the matching of specific job for specific people. Do a job analysis of: (a) another persons job from information acquired in an interview; (b) a former job or existing part-time job of your own; (c) another persons job by shadowing him/her all day. (1 - appendix A; 3 - appendix D).

3. You are now able to analyze jobs in your role as a career educator. To expand your skills, look at your community and appraise the availability of jobs for the mentally retarded in: (a) your immediate neighborhood; (b) your whole city. (5; 7).

4. From your experience in number three and from the readings, predict jobs you feel will be opening up for the retarded. (5; 5; 7).

5. Many techniques are used to vocationally prepare retarded students. List these basic techniques and defend them in your role as a career education. (1 - part 2).

6. In your contact with the retarded student, some counseling will take place as to what type of occupation the student should choose. List and critique available assessment devices necessary to give meaningful occupational counsel to students. (1 - ch. 7; 2; 8 - ch. 4).

7. Now that you have a list of vocationally related assessment devices, it is now important that you are able to interpret the results of these tests. Interpret the results given you. (eg. of results; 2; 9).

Activities:

1. Write to government labor agencies at different levels, businesses, industries, and ask the prognosis on jobs in the field.

2. Shadow a person a day or two so job analysis is possible from a reality base.

3. Write for job descriptions of available jobs seen by government, business, and industry.

4. Develop your own job analysis format.

5. Video tape a job to be analyzed; apply the analysis to a MR subject; and the role player trying to place the subject.

6. Develop your own vocational assessment device.

7. Use previous test results as an exercise in interpretation.

8. Brainstorm into how the future will affect the world of time for the MR.

Sources:

1. Brolin - Vocational Preparation of Retarded Citizens
2. Buros
3. Kolstoe - A High School Work Study Program for Mentally Subnormal Students
4. Lederer - A Guide to Career Education
5. Toffler - Future Shock (or other Future oriented books)
6. U.S. Department of Labor - Dictionary of Occupational Titles
7. U.S. Department of Labor - Occupational Outlook Handbook.
8. Walthall & Love - Habilitation of the MR Individual
9. Wisland

MODULE 4 - CURRICULUM

Situational Questions:

1. The superintendent was mandated by the board of education to implement a plan for career education. You have been hired as a career education curriculum coordinator so the superintendent refers this problem to you. Schematically diagram (eg. PERT, DEM) your plans for the implementation of your districts career education program. (1 - p. 8 & ch. III; 5 - p. 104+, p. 188 +, p. 214; 10 - ch.4; 11 - #74; 19; 17 - chapters 1, 2, 3).

2. In your role as a career education curriculum coordinator, you have been asked to differentiate between what should be stressed at the different mental age levels for the MR student. Do this differentiation. (2; 4; 5 - ch. 4; 6; 7 - appendix; 11 - p. 24, p. 63; 12; 15).

3. If you were to carry #1 a step further, brainstorm what could be stressed in a career education curriculum for the geriatric retardate. (5).

4. In your role as the coordinator mentioned in #1, you find there are alternative ways of presenting career education in the public schools. Distinguish between these alternatives. (4 - p. 90 +; 5 - ch. 4; 13 - ch. 10 & 11; 18 - pp. 254-259).

5. Part of teaching career education deals with vocational, academic, attitudinal, and specific skill training. How would you balance these aspects of career education? (17 - chapters 6, 7, 8).

6. In placing students on jobs, what problems could you forsee in their transition to the world of work? (5; 17 - ch. 10).

7. Teachers are not always aware of materials to be used in career education or vocational prep classes for the MR. Find and critique existing materials on Career Education. (UNL Barkley Center IMC; OPS - IMC's; 3; 8; 9; 14; 16).

Module 4 - Curriculum continued

Activities:

1. Critique existing materials available to students on Career Education.

2. Do a needs assessment on Career Education materials in building or in a district.

3. Make a C.E. curriculum guide.

4. Bring in retired people, graduates, parents to discuss problems they have encountered on the job, information about jobs they wish they would have known going into a job, the good aspects of a job.

5. Ask employers to talk about desired employee attributes.

6. Visit IMC's.

7. Write letters to companies to see if material can be reviewed.

Sources:

1. Brolin - Project Price, Working Paper #1, Programming Retarded in Career Education.
2. Brolin (Ed) - Project Price, Working Paper #5, Proceedings of Project Price Trainer Workshops.
3. Brown et.al. - Project Price, Working Paper #2, C.E. Materials for Educable Retarded Students.
4. Hoyt et.al. - Career Education and the Elementary School Teacher
5. Hoyt et.al. - Career Education: What it is and how to do it
6. Kolstoe - A High School Work Study Program for the Mentally SubNormal Student
7. Kolstoe - Teaching the EMH Student
8. Lawson - Published materials to be used in the classroom
9. Malever & Matyas - Project Price, Working Paper #6, Career Education Materials for Educated Retarded Students
10. Maryland State Board of Education - Career Education: A Handbook of Impelemntation
11. McClure - Career Education Survival Manual
12. McIntosh et.al. - Project Price, Working Paper #4, Daily Living, Personal,Social, & Occupational Skills for Educated Retarded Students
13. Payne - Education and Rehabilitation Techniques
14. Richards - Published Materials to be used in the classroom
15. Rosenzweig & Long -
16. Stout - Vocational Rehabilitation Institute - Packet on Materials
17. U.S. Department - HEW - Improving Occupational Programs for the Handicapped
18. Urban & Tsuji - The Special Needs Student in Vocational Education
19. Yavorsky - Discrepancy Evaluation: A Practitioners Guide

MODULE 5 - ISSUES

Situational Questions:

1. As a career educator, one should be aware of what is going on in the field. Analyze the issues in the field. (1 - ch. III; 2 - p.32+)

2. Career Education: a fad or trend. Explain the implications of Career Education in todays society. (S)

3. This seems to be the era of litigation and legislation. Current laws are making an impact on education. (eg. PL 94-142). Analyze the effect of current legislation and litigation on Career Education. (S; 4; current newspapers; federal registrar).

4. Career Education has been criticized and will continue to be. React to the critics comments toward career education. (3 - ch. 7).

5. As a professional in the field it's possible you could be asked to speculate on where career education will go from here. Do so. (S; 1 - ch. 6).

Activities:

1. Ask the leaders in the field via letter or by reading their Journal articles where they see C.E. giving.

2. Brainstorm own ideas where this field is headed, what spin offs may occur.

3. Visit legislatureswhen appropriate bills are being discussed.

4. Be active via writing or phoning governmental representatives in order to change or contribute to issues.

5. Brainstorm or reflect on what you think issues are in this field.

Sources:

1. Gysbers & West - Project Price, Working Paper #3 - C.E.: It's Implication for the Educable Retarded.
2. Hoyt et.al. - Career Education: What It Is and How to Do it.
3. Marland - Career Education: A Proposal for Reform
4. PL 94-142 - Handout

These modules can be kept dynamic. Sources can be added or deleted to keep the module current. Situational questions can be phased out and new ones placed into the module to keep the module current. Activities can always be added so more options are presented for people with different learning styles. The whole module itself can be completely removed or if necessary modified anywhere in its content.

A part of keeping the modules dynamic is looking at the resources that give input to these training modules. These would include public school systems - career educators, counselors, vocational educators, special educators, and "regular" educators; printed material - textbooks, journals, government publications; commercial products - assessment devices; higher education - departments of counseling, psychology, special education, etc.; and the community - unions, industry, business, parents.

Using these resources as a part of a teacher training program is just as necessary as the public school teacher using them with his/her students. If teachers responsible for career education in public schools have, (1) input from these sources and (2) are able to see what their thoughts on career education are, then I believe the programs in career education will be a dynamic meaningful experience. Training programs must provide a dialogue between teacher and these sources.

This dialogue is especially necessary between teacher and those listed under community. Higher education can be used for help in acquiring skills in understanding developmental levels, communication skills, and assessing skills. Public schools can be used for emulation of prototypes and learning from people at the front lines of teaching children. Printed materials can give you information and how to do it-cookbook approaches. However, the community input is the thing necessary if the program is going to be realistic.

Involvement of the Community with the program should pay dividends in the long run. Benefiting by the training program, the university student who should have acquired the knowledge and skills after going through these initial modules and a more detailed program later, hopefully would affect changes in a child's attitude toward work and himself. This, inturn, should increase the morale of the school system. Both teachers and students can then see that an education can be appropriate for survival in the real world. A better relationship between education and business can occur as well as a better employer/employee relationship if the student coming out of public schools has self assurance and knows where he/she is going in life.

Mental Health problems cuts into a lot of industrial work time when people are not happy. A good career education program would hopefully have an effect on how good a citizen a person was. If people's self-concept was good and if people had a good job that afforded them a comfortable life, one could probably assume most people would stay out of trouble with the law. This situation would contribute to a less stressful community.

Career education can be good or bad, dynamic or just a token. Career education can be many things to many people. If it is used as a panacea for the ills of education, people will be disappointed. However, it should be used more than just an awareness program for what jobs are available. If people have a good attitude toward how they use their time, both leisure and work, greater strides can be made for making this a happier, less uptight society. Career education can be a part of this, therefore, training programs in it are essential.

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